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ABSTRACT

The Roderick MacDougall Center for Case Development and Teaching at the Harvard Graduate School of Education develops and encourages the use of case materials in the training of educational leaders. The materials are designed primarily for use with those preparing to enter or currently working in K-12 educational institutions. This catalog contains an annotated listing of case materials recently developed and collected. Cases are listed on separate pages in alphabetical order by title. For each case, the catalog offers information about the author, and the length and setting of the cases. Each listing also provides a detailed summary of the content of the case and information about the cases' protagonists or key actors. The catalog classifies the cases with regard to broad disciplinary categories and topics that are significant. All cases carry at least one of the descriptors commonly used in educational and managerial literature including: community and local politics, curriculum and instruction, facilities and financial management, human resources management, organizational development, personnel and labor relations, and public policy and institutional strategy. (LL)

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ED 363 609

Harvard Graduate School of Education

Catalog of K-12 Case Materials

Roderick MacDougall Center for Case Development and Teaching

July 1993

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♦INTRODUCTION

The Roderick MacDougall Center for Case Development and Teaching at the Harvard Graduate School of Education seeks to develop and encourage the use of case materials in the training of educational leaders. The Center focuses primarily on the development of educational materials for use with those preparing to enter or currently working in K-12 educational institutions.

Within this general mission, the Center is actively engaged in a number of specific activities. These include

- *The development of teaching cases for use by higher education faculty and staff developers from Harvard and other educational institutions in the preparation of teachers and administrators. The materials are designed, developed and written by Associates and Faculty affiliated with the Center.*

- *The construction of an editorial system and a case library, in collaboration with other universities and professional organizations, that will include a categorization and indexing system.*

- *The creation of a formal dissemination system to make the case library of the Center widely available to higher education faculty and other interested educators.*

- *The provision of a comprehensive training program to assist individuals in the development of techniques of case instruction and case writing skills.*

- *The execution of a research agenda focusing on the use of cases in professional education. This work would consider cognitive as well as implementation issues with regard to case-based instruction.*

The Center actively encourages those interested in case-based instruction to collaborate in its efforts. Dr. Katherine K. Merseth is the Director of the Center and is a member of the faculty at the Harvard Graduate School of Education. The Center is located at 451 Gutman Library, Harvard Graduate School of Education, 6 Appian Way, Cambridge, MA 02138. Telephone: 617/496-3785. Fax: 617/496-3095.

♦USING THIS CATALOGUE

This catalogue contains an annotated listing of case materials recently developed and collected by the Harvard Graduate School of Education. These teaching cases focus on issues and concerns relevant to those preparing to enter or currently working in K-12 institutions. These materials were developed by Harvard Faculty and Associates affiliated with the MacDougall Center at Harvard University.

Cases are listed on separate pages in alphabetical order by title. For each case, the catalogue offers information about the author, the length and setting of the cases. Each case listing also provides a detailed summary of the content of the case and lists general disciplinary categories and topics that are significant to the case. Information is also provided about the protagonists or key actors in the cases.

Cases have different levels of availability. If the case has "restricted" availability, this means orders for the case may only be filled after receiving approval from the individual listed as responsible for distribution. These individuals may be contacted through the MacDougall Center. If a case is designated as "unrestricted," the materials may be ordered without further approval from the author or the distribution manager.

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♦CATEGORIES/TOPICS

This catalog classifies the cases with regard to broad disciplinary categories. All cases carry at least one of these descriptors commonly used in educational and managerial literatures. These include:

- Community and local politics
- Curriculum and instruction
- Facilities and financial management
- Human resource management
- Organizational development
- Personnel and labor relations
- Public policy and institutional strategy

In addition, this catalog offers topical descriptions as well as an annotation of the key protagonists for each case. Readers searching for material on a particular topic or from a certain perspective will find the Cross Reference Listing by category and topic of particular assistance.

CATEGORIES:

Community and local politics:

The Allen School
Anchorage School District
Augusta County -- Beech Mountain Institute
The Case of Bernice Demovsky
The Boston School Bus Drivers' Strike 1980
The Boston Superintendency
Caronia, Illinois School System
Jefferson Elementary School
The Northboro Teachers' Association
On the Cutting Edge of Education Reform
Tom Payzant: A Day in the Life of a Superintendent
Sowell -- The Story of a Neighborhood School
Who Goes?

Curriculum and instruction:

Advanced Placement
Building Blocks
Caught in the Middle . . . ?
Dante Alighieri High School
The Donnelly School
Don't Rock the Boat
E Pluribus Unum
Great Expectations
Have You Done Your Best?
Herr Faber's New Course
It Ain't Fair
The Case of Jack Buick
Tom Johnson: The Oakton Debate Coach
Lake Wobegon West High
On the Cutting Edge of Education Reform
The Teaching Project at Devotion School
Trouble in Stat1B
What Grade Should I Give?
What to Teach
Who Has a Problem Here?
The Workshop

Facilities and financial management:

Be Prepared
Rash Decisions
Who Goes?

Human resource management:

Back to School
Be Prepared
Building Blocks
Caught in the Middle . . . ?
Dante Alighieri Middle School
E Pluribus Unum
Friends
It Ain't Fair
Loss of Excellence: A Case Study
Tom Payzant: A Day in the Life of a Superintendent
Primrose High School
The Prince and the Principal
The Teaching Project at Devotion School
To Stay or Not to Stay -- Is That the Question?
What to Teach
Who Goes?

Organizational development:

An Apple for the Teacher
Augusta County -- Beech Mountain Institute
Dante Alighieri High School
The Donnelly School
Friends
Lake Wobegon West High
Primrose High School
The Prince and the Principal
Sowell -- The Story of a Neighborhood School
The Teaching Project at Devotion School

Personnel and labor relations:

Anchorage School District
The Case of Bernice Demovsky
Boston Public Library
The Boston School Bus Drivers' Strike 1980
Caronia, Illinois School System
Devon School System
Dudley-Charlton Regional School District
The Case of Edna Wiley
Glen Burnie Teachers Association
The Case of Jack Buick
Marquette School Committee
The Northboro Teachers Association
Port Jefferson School District
Robert Bellcherman
Urbana School District
Waukesha School System

Public policy and institutional strategy:

The Boston Superintendency
The Case of Bernice Demovsky
Sowell -- The Story of a Neighborhood School
Waukesha School System

TOPICS:

Affirmative action
The Case of Bernice Demovsky

AIDS
Waukesha School System

Arts
Lake Wobegon West High

Assessment
Don't Rock the Boat
Dudley-Charlton Regional School District
Lake Wobegon West High
On the Cutting Edge of Education Reform

At-risk students
Great Expectations
It Ain't Fair!
What Grade Should I Give?

Beginning teachers
Advanced Placement
Great Expectations
It Ain't Fair!

Collective bargaining
Dudley-Charlton Regional School District
Devon School System
The Northboro Teachers Association
Waukesha School System
The Case of Edna Wiley

Collegiality
Building Blocks
E Pluribus Unum
Friends
Great Expectations
Jefferson Elementary School
Primrose High School
The Prince and the Principal
Rash Decisions
The Teaching Project at Devotion School
What to Teach
Who Has a Problem Here?

Communication
Augusta County -- Beech Mountain Institute
Back to School
The Boston Superintendency
The Donnelly School
E Pluribus Unum
Friends
Jefferson Elementary School
Lake Wobegon West High
Loss of Excellence: A Case Study
The Prince and the Principal
Rash Decisions
To Stay or Not To Stay -- Is That the Question?
What to Teach

Confidentiality
Anchorage School District

Cooperative learning
It Ain't Fair!

Crisis management
Anchorage School District
Be Prepared
Boston School Bus Drivers' Strike 1980
Caronia, Illinois School System

Entry
The Boston Superintendency

Equity
Caught in the Middle
Dante Alighieri High School
The Case of Bernice Demovsky
Don't Rock the Boat
Glen Burnie Teachers Association
Sowell -- The Story of a Neighborhood School

Teacher evaluation
Marquette School Committee
The Case of Edna Wiley

Expectations
Have You Done Your Best?
Herr Faber's New Course
Tom Johnson: The Oakton Debate Coach
Loss of Excellence: A Case Study
Primrose High School

Governance
The Allen School
Augusta County -- Beech Mountain Institute
Tom Payzant: A Day in the Life of a Superintendent
Sowell -- The Story of a Neighborhood School

Grading
Don't Rock the Boat
Lake Wobegon West High
What Grade Should I Give?

Higher education
Herr Faber's New Course
Trouble in Stat1B

Induction
It Ain't Fair!
To Stay or Not to Stay -- Is That the Question?

Internships
Back to School
To Stay or Not to Stay -- Is That the Question?

Interpersonal relations
The Case of Jack Buick
Building Blocks
Tom Johnson: The Oakton Debate Coach

Isolation
Loss of Excellence: A Case Study

Job classification
Boston Public Library

Language arts
It Ain't Fair!

TOPICS: (cont.)

Legal advice
Anchorage School District
Boston School Bus Drivers' Strike 1980
Caronia, Illinois School System
Devon School System
Glen Burnie Teachers Association
Marquette School Committee
Port Jefferson School District
The Case of Edna Wiley

Mathematics
Building Blocks
Have You Done Your Best?
Trouble in Stat1B
What to Teach
Who Has a Problem Here?
The Workshop

Media
Caronia, Illinois School System

Middle management
Dante Alighieri High School
Don't Rock the Boat

Partnerships
The Case of Bernice Demovsky

Program evaluation
The Allen School

Race
Caught in the Middle . . . ?
Sowell -- The Story of a Neighborhood School

Reading/Language Arts
E Pluribus Unum
It Ain't Fair!

Safety
Boston School Bus Drivers' Strike 1980
Rash Decisions

School organization
Dante Alighieri High School
It Ain't Fair!
Rash Decisions
The Teaching Project at Devotion School

School reform
An Apple for the Teacher
The Allen School
Augusta County -- Beech Mountain Institute
Dante Alighieri High School
On the Cutting Edge of Education Reform
Tom Payzant: A Day in the Life of a Superintendent

Seniority and R.I.F.
The Case of Jack Buick
Boston Public Library
Devon School System
Glen Burnie Teachers Association
The Northboro Teachers Association
Urbana School District

Sexual abuse
Anchorage School District
Tom Johnson: The Oakton Debate Coach

Site-based decision making
The Allen School
An Apple for the Teacher
Rash Decisions

Staff development
Advanced Placement
Building Blocks
Caught in the Middle . . . ?
The Donnelly School
Friends
Jefferson Elementary School
Loss of Excellence: A Case Study
Marquette School Committee
Primrose High School
Rash Decisions
The Teaching Project at Devotion School
What to Teach
Who Has a Problem Here?
The Workshop
The Case of Edna Wiley

Student relations
Herr Faber's New Course
Tom Johnson: The Oakton Debate Coach
Trouble in Stat1B

Supervision
The Case of Jack Buick
To Stay or Not To Stay -- Is That the Question?

Teacher education
It Ain't Fair!
The Teaching Project at Devotion School
To Stay or Not To Stay -- Is That the Question?

Tracking
Advanced Placement
Dante Alighieri High School

Union
Boston School Bus Drivers Strike 1980
The Northboro Teachers Association
Urbana School District

Urban education
Advanced Placement
Great Expectations

Vandalism
Be Prepared

Workplace issues
Port Jefferson School District
Rash Decisions
Waukesha School System
Who Goes?

Case Name: Advanced Placement

Category:
Curriculum and instruction

Authorship:
Katherine K. Merseth
Harvard Graduate School of Education

Topics:
Tracking
Urban education
Beginning teachers
Staff development

Distribution Information:
Katherine K. Merseth

Protagonist:
teacher

Availability: Unrestricted

Length: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Inner city high school in Miami

Description:

A teacher who has taught for four years briefly describes his experiences creating an Advanced Placement Program and working with lower level students in an inner city high school in Miami. He also shared his growing disillusionment with teaching and stagnation and asks how he can "avoid becoming a burn-out statistic."

Case Name: The Allen School

Category:
Community and local politics

Authorship:
Dan Lortie
University of Chicago

Topics:
School reform
Program evaluation
Governance
Site-based decision making

Distribution Information:
Lee Bolman
University of Missouri, Kansas City

Protagonists:
principal
parents

Availability: Restricted

Length: 6 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Urban magnet elementary school

Description:

Trouble erupts for the new interim principal, Sandra Harris, of a well-regarded magnet K-6 school when two members of the newly constituted Local School Council (LSC) chastise her publicly at one of their first meetings. In developing a series of survey instruments to begin a complete school-wide evaluation, Harris had consulted her Professional Personnel Advisory Council (PPAC) before the LSC. Most of the other "new guard" members persist in reminding her that they are the governing body of the school, not the PPAC.

Case Name: Anchorage School District (A,B,C,)

Authorship:
Richard Fossey and Katherine Merseth
Harvard Graduate School of Education

Distribution Information:
Katherine K. Merseth

Availability: Unrestricted

Categories:
Personnel and labor relations
Community and local politics

Topics:
Sexual abuse
Confidentiality
Legal advice
Crisis management

Protagonists:
superintendent
parents
central office staff
legal counsel

Length: A: 14 pp.; B: 7 pp.; C: 6 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Large school district in Alaska

Description:

A: A relatively new and so far very successful superintendent of a large school district in Alaska considers the recommendations of his Director of Personnel for addressing a high school teacher who allegedly has had sexual relations with three of his female students in the past year. The recommendations flow from a late August negotiation with lawyers from both sides and allow the teacher to resign immediately with substantial early retirement and severance benefits. Despite his relief that the matter might be so discretely settled for all involved, the superintendent wonders if the cost might be too high on several levels.

B: The teacher agrees to early retirement; the school year begins quietly. However, in an "abundance of caution," the district lawyer recommends that a district representative and the school principal report the allegations to the Department of Family and Youth Services. After a police investigator interviews the school principal, police come with search warrants to the administrative offices of the school and of the district to conduct "massive searches" for evidence of a "drugs for sex" operation at the school. Stunned and "in the dark" about the reasons for such intense police activity, administrators can only watch as police remove confidential records and files. Soon the newspapers report the police action and eventually, the allegations against the teacher and details of the retirement settlement. Under attack, the superintendent faces a new dilemma: should he recommend to the School Board that the district sue the police department for their "outrageous" activity?

C: At first, the school district receives solid public support for their suit against the police. The tide soon changes, however, despite evidence that the initial investigating police officer had lied in order to gain search warrants and despite judicial rulings that the district's interpretation of the law about reporting had been correct. Within 12 months of initial allegations against the teacher, the public had turned against the district, the name of one of the young women had been made public, and one million dollars in legal fees had been expended.

July 1993

Case Name: An Apple for the Teacher (A,B)

Authorship:
Katherine K. Merseth & Jeffrey Young
Harvard Graduate School of Education

Distribution Information:
Katherine K. Merseth

Availability: Unrestricted

Category:
Organizational development

Topics:
Site-based management
School reform

Protagonists:
superintendent
principal
site-based council members

Length: A: 5 pp.; B: 1 p.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Middle school in affluent midwestern suburb

Description:

A: Superintendent Paula James runs a fairly homogeneous school district of 7,000 students which enjoys the continuing support of the community and school board despite declining enrollment and revenues. In June, at the request of the school board, James and her Administrative Council start exploring school-based management (SBM), an innovation about which she is enthusiastic and which is compatible with her own management style. After being urged to start SBM slowly, the Council agrees that in the first year, schools will implement SBM in the areas of personnel, staff development, and expenditures of the school equipment funds.

Mark Meisel, principal of West Middle School, is a strong supporter of school-based management. After successfully tackling some personnel and professional development issues, his school's site council decides to buy some computers with the school's equipment funds. Meisel points out that the district's computer coordinator has recommended that the entire K-12 system use MacIntosh computers and that other schools were already moving in that direction. But the teachers express a strong preference for the more familiar Apple IIe computers, and the council votes 8-3 to buy them. Meisel abstains.

Eric Hodges, the district's computer coordinator, confronts James with West Middle School's order for Apple IIe computers. He angrily challenges James to do the "right thing."

B: James calls Meisel to discuss his school's order of Apple IIe computers. James points out the benefits of buying MacIntoshes and questions the teachers' ability to change with the times. Meisel answers that the council gave the issue careful consideration before voting for the Apples, then asks James if she expects him to reverse their decision.

Case Name: Augusta County--Beech Mountain Institute

Categories:
Community and local politics
Organizational development

Authorship:
Sean Reardon
Harvard Graduate School of Education

Topics:
School reform
Communication
Governance

Distribution Information:
Katherine K. Merseth

Protagonists:
superintendent
community organizers

Availability: Unrestricted

Length: 33 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Rural county in West Virginia

Description:

Augusta County comprises two mountain valleys. Residents of the much less populated North Fork have resisted attempts to consolidate the county's schools, which would leave the North Fork Valley without its own high school. Superintendent Alan Canonico's plan for school reform includes both curricular and organizational changes, including forming one consolidated high school in the South Fork Valley; the county school board, with a majority of North Fork residents, approves only the curricular portions of his plan in December 1991.

Daniel and Jennifer Taylor-Ide co-founded the Beech Mountain Institute, a nonprofit outdoor educational organization in the county. Being outsiders, they are looked upon warily by many residents. They have been talking with people in the county about school reform. Jennifer disseminates her ideas (some similar to Canonico's, but different regarding consolidation) in a pamphlet that she gives to school board president Walter Wood and others; Daniel mentions some of these ideas in meetings with the governor and the chairperson of the state senate education committee.

A school board meeting is held a few days after the pamphlet comes out in mid-January to discuss its ideas; they are met with hostility from Canonico, school board members, and the many residents who are at the meeting. People variously express mistrust of the ideas, of the ways they were--and weren't--shared with school officials and others, and of the methods and intentions of the Taylor-Ides. Jennifer, who apologizes that she only wanted to contribute to the ongoing educational discussion and never meant the ideas to be seen as a "plan" for change, formally withdraws the pamphlet from consideration.

Case Name: Back to School

Category:
Human resource management

Authorship:
Anonymous
Harvard Graduate School of Education

Topics:
Internships
Communication

Distribution Information:
Roland S. Barth

Protagonists:
graduate intern
department chair

Availability: Unrestricted

Length: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Public high school

Description:

Paul Perkins is a first year graduate student seeking an internship in administration and supervision. Having taught social studies for seven years, he has firm notions about what makes for a "good" or "bad" administrator, and he has trouble finding a "good" one with whom to intern. He decides to work with a Social Studies Department Chair, but his first day at her school does not go well as no one pays much attention to him. Upon reflection, he gets angry and ponders what he should do to make the internship work.

Case Name: Be Prepared

Categories:
Human resource management
Facilities

Authorship:
Charles Christensen
Harvard Graduate School of Education

Topics:
Vandalism
Crisis management

Distribution Information:
Roland S. Barth

Protagonists:
principal
superintendent

Availability: Unrestricted

Length: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Public junior high school

Description:

Principal John Talbott arrives a little later than usual on a snowy Monday morning to find that the entire building of Junior High School East has been vandalized over the weekend. Talbott is sickened at the damage and spray-painted messages on the walls of a school known for its good facilities, good teachers, good students, and good spirit. Within five minutes, the Superintendent appears just long enough to communicate that she does not want school to be canceled. Talbott shakes himself into action, asking, "Where should I begin?"

Case Name: The Boston School Bus Drivers' Strike 1980 (A,B,C)

Categories:
Personnel and labor relations
Community and local politics

Authorship:
Daniel Gerard and David Kuechle
Harvard Graduate School of Education

Topics:
Safety
Legal advice
Crisis management
Union

Distribution Information:
David Kuechle

Protagonists:
school committee
union representatives

Availability: Unrestricted

Length: A: 28 pp.; B: 5 pp.; C: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Boston Public School District

Description:

A: The companies contracted by the Boston Public Schools during the '70s to transport students had long, contentious, strike-ridden labor-management histories. In July of 1980, the School Committee contract with one company for the transportation of students. Because this company has a three-year, "no-strike" labor contract in place, the Committee and superintendent hope for three years of peace and non-involvement in labor negotiations. This hope is short lived, however, as questionable hiring and safety practices and resentments over delayed grievances ignite the already short fuses of drivers, who see the company as union-busting. Despite the inability of the International union to support the local union if it chose to violate its 'no-strike" contract, the bus drivers strike on October 9th. As the days pass, more and more pressure is brought to bear on the School Committee to get involved, since it has the right to terminate its contract if the company cannot deliver its services for longer than fifteen days.

B: While the injunction against the strike is still pending, the School Committee breaks its silence and recommends that the bus company rehire the 19 union leaders it fired, but it refuses. On October 29th, the court issues a preliminary injunction, but the local continues to strike as violence escalates and a contempt fine is imposed on the union.

C: The School Committee votes on October 31st not to exercise its right to cancel the bus company's contract if it would agree to certain conditions. Both the company and the union now have pressure on them to reach a negotiated settlement and do so by November 2nd, despite mixed reactions from the different parties.

Case Name: Boston Public Library

Category:
Personnel and labor relations

Authorship:
David Kuechle
Harvard Graduate School of Education

Topics:
Job classification
Seniority and R.I.F.

Distribution Information:
David Kuechle

Protagonists:
city librarian
supervisor

Availability: Unrestricted

Length: 15 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Boston Public Library System

Description:

In response to severe budget cuts, Bart McCoy, a children's librarian at Boston's Orient Heights branch, is transferred to the East Boston branch where he is sole librarian and must now supervise the whole Orient Heights branch as well, which has been reclassified as a reading room. He receives no promotion or raise and files a grievance to raise the job's salary rating from P1 to P2. There is some question regarding whether he is filling a vacancy for an existing job, which was rated P2, or whether he is stepping into a new job, created after the existing collective bargaining agreement, whose salary rating is at the discretion of the library system.

McCoy's immediate supervisor, Sylvia Melendez, isn't sure how to handle McCoy's grievance. She believes the East Boston job was formerly rated too high, and if McCoy prevails in his grievance, the job will carry the inflated P2 rating, and he will probably lose the position as well, not being senior enough to qualify for a P2 job. Melendez doesn't want that to happen, as McCoy is an excellent librarian.

Case Name: It Ain't Fair!

Authorship:
Katherine K. Merseth
Harvard Graduate School of Education

Distribution Information:
Katherine K. Merseth

Availability: Unrestricted

Categories:
Curriculum and instruction
Human resource management

Topics:
Cooperative learning
School organization
At-risk students
Induction
Teacher education
Reading/Language Arts
Beginning teachers

Protagonists:
first year teacher
tenth grade students

Length: 5 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Large Urban High School Classroom

Description:

First-year teacher Laurie Cabot had been working hard during the first two months of school to motivate her racially and ethnically diverse sophomore English students, but nothing seemed to work very well. Her 14 departmental colleagues in this large urban school were all much older than she and seemingly too busy to help her out. After Thanksgiving, she decided that she had to try something different -- Cooperative Team Learning -- despite the discouraging remarks of her department head when she mentioned the idea to him in passing. She retrieved her notes from graduate school on cooperative learning and plunged ahead, assigning a week's worth of group work on Catcher in the Rye.

Cabot is stunned when a fight breaks out Friday afternoon in one of the cooperative learning groups. She had put the groups together to increase understanding among diverse types of students. Instead, a student whom Cabot had most hoped would be challenged in the group storms out of the classroom.

Case Name: The Boston Superintendency (A,B)

Categories:
Community and local politics
Public policy and instructional strategy

Authorship:
Susan Moore Johnson
Harvard Graduate School of Education

Topics:
Entry
Communication

Distribution Information:
Susan Moore Johnson

Protagonists:
superintendent
school committee

Availability: Unrestricted

Length: A: 6 pp.; B: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Boston Public School District

Description:

A: In August, 1985, 49-year-old African American Laval S. Wilson arrived in Boston to assume the superintendency of a school district troubled by racial strife, a militant teachers' union, and an unwieldy 13-member school committee. His predecessor, Robert R. Spillane, had made some important progress in his four-year tenure. He had instituted School Based Management and the School Improvement Program, informed the public by publishing comparative data about the schools, regained control of the budget and personnel policies of the district, and regained the confidence of the Boston business community. Spillane had not, however, convinced Judge Arthur Garrity to withdraw from the federal desegregation suit and return the schools to local control, nor had he established a good working relationship with the new 13-member school committee.

The search leading up to Wilson's appointment had been marked by wrangling over the selection process and concerns about the race of the candidates. With Wilson's appointment, Judge Garrity solved one of his problems by withdrawing from the desegregation case. As Wilson began his tenure, however, he still faced the many and formidable tasks of relating to the School Committee, the City Council, and the district's entrenched white bureaucracy.

B: Wilson confronted many issues during his first year of tenure (1985-1986): a bus drivers' strike, school consolidations and closings, and low test scores, which brought him into conflict with both the School Committee, the Mayor, and the general public, yet he emerged relatively positively. As he went into his second year with mixed reviews and a record of advances on educational issues, he faced the threat of a teachers' strike and the unwillingness of the School Committee to back him in dismissing a veteran teacher judged to be incompetent.

Case Name: The Case of Jack Buick

Authorship:
Katherine K. Merseth
Harvard Graduate School of Education

Distribution Information:
Katherine K. Merseth

Availability: Unrestricted

Categories:
Curriculum and instruction
Personnel and labor relations

Topics:
Seniority
Interpersonal Relations
Supervision

Protagonists:
principal
teacher
curriculum coordinator

Length: 10 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Suburban school district

Description:

Katrina Quinn, in her first year as mathematics curriculum coordinator for the Hudson Public Schools, is reallocating teachers and resources to provide smaller classes next year for the below average mathematics students. As part of her job, she has observed and evaluated all the mathematics teachers; she believes that Jack Buick, a veteran teacher who has always been given the top calculus classes, doesn't teach the lower students well. He reacted so rudely to Quinn's observation of him and to the possibility that a female colleague would take over one of the calculus classes next year that he earned a written reprimand from his principal and the director of personnel.

Buick coaches the school's interscholastic Mathematics League team and has won many regional and state competitions. The principal, Sam Gregory, appreciates the positive publicity the team has garnered for the school and as a result has overlooked Buick's shortcomings as a teacher and ignored parents' complaints about him.

Quinn, working on next year's teaching schedule, wonders whether to allow the status quo to continue, to work with Buick to improve his teaching of average and lower achieving students, or to take away his treasured calculus classes and his coaching position, knowing that it may provoke another outburst for which he could be fired.

Case Name: Building Blocks

Authorship:
Katherine K. Merseth
Harvard Graduate School of Education

Distribution Information:
Katherine K. Merseth

Availability: Unrestricted

Categories:
Human Resource Management
Curriculum and instruction

Topics:
Staff development
Collegiality
Mathematics
Interpersonal relations

Protagonists:
bilingual teacher
other staff members

Length: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Elementary school

Description:

Mr. Stratos, a bilingual teacher active in a math project that encourages manipulative and computer use in K-5 classrooms, is asked to help two teachers integrate the use of some new materials into their teaching. He works mostly with the younger teacher, Ms. Ryan, who doesn't know about base ten blocks but is very interested and eager to try them out. The veteran teacher, Mrs. Light, believes in the primacy of learning basic facts and is dubious about the current popularity of things such as problem solving and geometry. Since she seems familiar with the blocks, Mr. Stratos believes she can start using them on her own. He is bewildered when Ms. Ryan tells him that despite all their preparation, her first lessons didn't go well. He looks forward to hearing a success story from Mrs. Light.

July 1993

Case Name: Caronia, Illinois School System (A,B)

Categories:
Personnel and labor relations
Community and local politics

Authorship:
David Kuechle
Harvard Graduate School of Education

Topics:
Media
Legal advice
Crisis management

Distribution Information:
David Kuechle

Protagonists:
superintendent
mayor
school board
union

Availability: Unrestricted

Length: A: 12 pp.; B: 4 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Municipality and public school system

Description:

A: Diane Bradley, the mayor of a city of 250,000 near Chicago, faces a September dilemma when school bus drivers strike in support of a fellow driver who had been fired the week before. The media had carried the full story of the driver arrested in Chicago upon selling drugs to an undercover policeman. The driver had been indicted by a grand jury on two drug counts and set free on bail. After being dismissed by the private bus company who had contracted with the school system to transport students to and from school, he filed grievance. Now that the bus drivers are striking to support his reinstatement pending his late November trial, city workers are threatening to walk out in sympathy. Such action would cripple the city.

Recent history complicates what might seem a simple labor dispute between a private company and its employees' union. A year and a half ago, her predecessor in the mayor's office had intervened in the negotiations over a bus drivers' and city workers' strike which had paralyzed the city. He resolved the crisis, but it had cost him re-election, since both the union and the school system resented his interference and the public viewed the settlement costs as being too high. Bradley had won her office largely because of strong opposition to her predecessor's involvement in the strike, but now all eyes turn to see if and how she would act in the crisis.

B: The media from Chicago and several surrounding communities descends, and before meeting with reporters, Mayor Bradley gathers the city counselor, the superintendent, the School Committee chair, and the president of the Teamsters Union to brief herself on all the underlying factors which gave rise to the dispute. Feelings intensify as the hearsay shared at the meeting fuels the union representative's sense that the dismissed driver is being condemned without due process. As she heads into a press conference, Bradley senses that major disruption is imminent, and that all will want to know what she as mayor intends to do about it.

Case Name: Caught in the Middle . . . ?

Categories:
Human resource management
Curriculum and instruction

Authorship:
Elizabeth A. Johnson
Harvard Graduate School of Education

Topics:
Equity
Race
Staff development

Distribution Information:
Roland S. Barth

Protagonists:
magnet school facilitator
fifth grade teacher
students

Availability: Unrestricted

Length: 4 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Urban magnet elementary school

Description:

In her new role as magnet school facilitator for a newly integrated urban elementary school, a former reading resource teacher becomes increasingly concerned about Bob, a new fifth grade teacher. Although he was amicable and professional, he ran a very tight ship in his classroom, made his female peers uncomfortable with his comments on male/female roles, and racially segregated his students through his seating plan and his assignments to reading groups -- every minority student in his class was placed in the "bottom" level. When a new student from Nigeria arrives in January and is placed in Bob's remedial reading group despite her evident proficiency in reading and speaking English, the magnet school facilitator must figure out what action to take.

July 1993

Case Name: Dante Alighieri High School (A,B,C)

Categories:
Curriculum and instruction
Organizational development
Human resource management

Authorship:
Katherine K. Merseth
Harvard Graduate School of Education

Topics:
Equity
Tracking
School reform
Middle management
School organization

Distribution Information:
Katherine K. Merseth

Protagonists:
house master
parent
students
teachers

Availability: Unrestricted

Length: A: 15 pp.; B: 2 pp.; C: 1 p.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Large urban public high school

Description:

A: As part of a restructuring effort at a large urban public high school with a diverse constituency, administrators are trying to redefine the structures of the five "houses" within it. Although actual enrollment figures showed only a slight disparity in their racial makeup, two of the houses are perceived as more competitive academically and more White and Asian, whereas House C is perceived as the "reject house" and predominantly Black. Interested in changing this perception, the administrator of House C, Carlos Arriaga, proposes a new name for House C -- Success House -- and a new vision. Like the Concerned Black Staff at Dante, Arriaga is worried about tracking and its detrimental effects on the achievement of minority students. As a result he proposes heterogeneous groupings in all classes (including math and science), team teaching, cooperative learning, and mutual caring and encouragement so that each student would be empowered to achieve.

Some teachers, especially in math, resisted the whole idea of heterogenous groupings, and communicated this to students in their classes. One African-American student from Success House, already disgruntled at not getting her first or second choice of houses in the "controlled choice" lottery system of the district, agrees with her Algebra I teacher's oft-voiced negative assessment of Success House's policy. One frustrating afternoon she "blows up" in Language Arts class, calling her teacher a racist for placing her in a work group with partners who are "stupid" and "dummies."

B: The Language Arts teacher holds a meeting with parent of the African American student and the student. Her purpose is to help them see the advantages of a de-tracking system.

C: The parent organizes other parents to oppose the school's move toward de-tracking.

July 1993

Case Name: The Case of Bernice Demovsky (A,B)

Categories:
Personnel and labor relations
Public policy and institutional strategy
Community and local politics

Authorship:
David Kuechle
Harvard Graduate School of Education

Topics:
Equity
Affirmative action
Partnerships

Distribution Information:
David Kuechle

Protagonist:
museum director
artist/teacher

Availability: Unrestricted

Length: A: 12 pp.; B: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Public school district and museum partnership

Description:

A: Bernice Demovsky, a talented artist, teacher, and art history scholar, had an outstanding work record during her first three years with the Mt. Hope Museum of Fine Arts. Because of her success in working with students in public schools during that time, she was given a two-year full-time appointment in 1989 to the Denver Public School System to teach art and art history. After this "loan," she would be eligible for consideration as a full curator at the museum.

Demovsky had long been interested in women's rights, had researched the weakness of both the City of Denver and its school system in implementing the Civil Rights Act of 1964, and became a more and more outspoken advocate for affirmative action, stirring up a great deal of trouble. At the end of her first full-time year in the public school system, many principals objected to her use of class time to advocate for rights rather than to teach art, and requested that she be reassigned. After Demovsky agreed with her employer, the Museum Director, not to use class time for advocacy purposes, she began her second year in the system complying, but soon went back on this agreement. The Museum Director sought advice from his attorney, who indicated that it might be risky to take action against this articulate, dedicated woman.

B: The Museum Director met with Demovsky in the presence of his personnel manager and angrily discharged her from her employment at the museum for betraying his trust and not doing the job for which she had been hired. Demovsky reacts swiftly, organizing the museum workers to unionize, getting the teachers union to file a grievance on her behalf, bringing charges against the museum and school system jointly before the Equal Employment Opportunity Commission and filing a court suit alleging violation of her constitutional rights.

Case Name: Devon School System

Category:
Personnel and labor relations

Authorship:
Charlotte Harris and David Kuechle
Harvard Graduate School of Education

Topics:
Seniority and R.I.F.
Legal advice
Collective bargaining

Distribution Information:
David Kuechle

Protagonists:
superintendent
union leader

Availability: Unrestricted

Length: 33 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Small suburban K-8 school district

Description:

The contract between the Devon Teachers' Association and the Devon School Committee was scheduled to expire August 31, 1979. Negotiations for a new contract began in October, 1978. By March, 1979, both bargaining teams recognized that neither would yield on substantive areas of disagreement, so they agreed to submit their differences to mediation. Three protracted mediation sessions produced tentative agreement on peripheral issues, but several issues, including the one of most intense concern -- reduction in force -- remained unresolved.

The union then petitioned for the services of a mediator-arbitrator to resolve the impasse, but this process, too, broke down, as both sides withdrew their final offer on August 17, and the teachers association notified the superintendent and School Committee that they intended to strike when the contract expired on August 31st.

Case Name: The Donnelly School

Categories:
Curriculum and instruction
Organizational development

Authorship:
Dick Best
Harvard Graduate School of Education

Topics:
Staff development
Communication

Distribution Information:
Roland S. Barth

Protagonists:
special education teacher
principal

Availability: Unrestricted

Length: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Suburban public high school

Description:

Joe Sabor, a Learning Center teacher, becomes increasingly convinced that skills education needs to be integrated into the whole curriculum of the high school to be effective. He enlists the help of some other teachers and the assistant principal (but not the principal) to run a workshop at the November inservice for the entire faculty. The workshop goes well; afterward the principal writes a note of appreciation to the planning committee. In February, the principal takes the initiative to place a follow-up session on skills effectiveness on the agenda for an early March inservice day, assuming that Sabor's committee would facilitate the discussion. Until informed otherwise the day before the inservice, Sabor assumed that the principal would be handling the discussion. As a result, Sabor's second presentation is not as well prepared as the first had been, some teachers react negatively, the day ends unsatisfactorily, and Sabor is left feeling frustrated and unsupported and wondering how to carry his agenda forward among his peers.

Case Name: The Case of Patrick Donovan (A,B)

Category:
Personnel and labor relations

Authorship:
David Kuechle
Harvard Graduate School of Education

Topic:
Legal advice
Union

Distribution Information:
David Kuechle

Protagonists:
plumber
supervisor

Availability: Unrestricted

Length: A: 4 pp.; B: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Connecticut Public Works Department and the Connecticut State Employees Association

Description:

A: Patrick Donovan has been a plumber with the Connecticut Public Works Department for almost 20 years. When an assignment that Donovan is given goes untended overnight, his supervisor goes looking for him. The supervisor finds Donovan asleep in a storage room.

Donovan states that he has a terrible hangover but didn't want to miss work, so was trying to sleep it off. That evening, he receives a hand-delivered message informing him of his indefinite suspension pending possible dismissal.

Although admitting he's in the wrong, Bellcherman files a grievance for fear that the company will fire him, even though he has a relatively unblemished work record. After the grievance is denied, the union mistakenly fails to file an appeal. The union's chief steward tells the general manager that union workers will probably protest the company's refusal to accept Bellcherman's late appeal by a work-to-rule strike or a general stoppage.

Case Name: Don't Rock the Boat

Category:
Curriculum and instruction

Authorship:
Patricia Lopez
Harvard Graduate School of Education

Topics:
Assessment
Equity
Middle management
Grading

Distribution Information:
Roland S. Barth

Protagonist:
principal
central office

Availability: Unrestricted

Length: 4 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Districtwide elementary principals' meeting

Description:

As Margarita Muniz, Principal of the Rafael Hernandez School, drives back to her school's low-income neighborhood, she thinks about the heated discussion at the elementary principals' meeting she just attended at the district office. The central office administrator had announced that as part of the new promotional policy adopted by the school district, the district is planning to issue a mandate on grade ceiling for children achieving below their grade level. The seven principals in attendance had a range of reactions. Muniz wonders how she can strategize to prevent the grade ceiling from being mandated. She knows that such a policy would be detrimental to the self-confidence and academic progress of hard-working, but still low-achieving students in her school.

Case Name: Dudley-Charlton Regional School District

Category:
Personnel and labor relations

Authorship:
David Kuechle
Harvard Graduate School of Education

Topics:
Collective bargaining
Assessment

Distribution Information:
David Kuechle

Protagonists:
superintendent
school committee chair
union leader

Availability: Unrestricted

Length: 13 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Regional school district

Description:

A superintendent and School Committee need to deal at their next Board meeting with a grievance which had been vigorously pursued by the Teachers' Association through the first three steps of the grievance procedure. The grievance requested pay for time spent by third and sixth grade teachers in scoring basic skill tests given to students for the purpose of identifying those needing special instructional assistance in reading, writing, and mathematics. The superintendent and School Committee chair are far more concerned about the future implications of the grievance than the $900 they would need to pay teachers to settle. They weigh whether this grievance on testing, which would be sure to go to arbitration if denied, provided the School Committee with an opening to get started early on negotiations for the teachers' contract which would expire the following June.

Case Name: E Pluribus Unum

Categories:
Human resource management
Curriculum and instruction

Authorship:
Anonymous
Harvard Graduate School of Education

Topics:
Communication
Reading
Collegiality

Distribution Information:
Roland S. Barth

Protagonists:
teacher
principal

Availability: Unrestricted

Length: 1 p.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Public elementary school

Description:

Pat Pedagogue is in her fourth year of teaching fifth grade at the Unity k-8 elementary school. Since she was experiencing some dissatisfaction with the mandated basal reading series, she has been introducing an individualized reading program which she now uses regularly, alongside the basal series. Children and parents are pleased; some parents talk to another fifth grade teacher, asking her to introduce Pedagogue's approach in her classroom. Incensed, that teacher complains to the principal, but not to Pedagogue. When Pedagogue approaches the principal in December with the request to drop the basal series altogether in order to put her efforts into the individualized program, she is surprised at the principal's response: "I'm very troubled by the situation in which you have placed us, Miss Pedagogue."

Case Name: Friends

Categories:
Human resource management
Organizational development

Authorship:
Katherine K. Merseth
Harvard Graduate School of Education

Topics:
Communication
Collegiality
Staff development

Distribution Information:
Katherine K. Merseth

Protagonists:
teacher
staff developer

Availability: Unrestricted

Length: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Claremont elementary school

Description:

The narrator calls her old friend and colleague Susan, with whom she used to develop lesson plans and from whom she has grown apart since her transfer to another school five years ago. The narrator is about to visit the Claremont to observe classes and share what she has learned in the EMAM project. When she observes Susan, she is surprised that Susan is uncharacteristically stiff and nervous and seems ill-prepared to teach with the computers. The narrator thinks their friendship should have made Susan feel comfortable; Susan seems to think just the opposite.

Case Name: Glen Burnie Teachers Association (A,B)

Category:
Personnel and labor relations

Authorship:
David Kuechle
Harvard Graduate School of Education

Topics:
Seniority and R.I.F.
Equity
Legal advise

Distribution Information:
David Kuechle

Protagonists:
school attorney
superintendent
school committee

Availability: Unrestricted

Length: A: 15 pp.; B: 6 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Public school district

Description:

A: The attorney for the Maryland Teachers Association needs to figure out whether or not to recommend that the Glen Burnie Association file a grievance objecting to the action of the Superintendent in the placement of three newly tenured white male teachers in three newly created special education positions. Although no one has been "hurt" by these appointments, the Teachers Association sees a principle being violated. If they do not object to the school committee's creating new departments and corresponding new seniority lists in this local instance, all of its efforts to protect seniority and to preserve minority balance in the teachers' ranks in the district will go for naught.

B: A formal grievance is filed and goes to arbitration. The arbitrator's two findings set the stage for negotiations: the school committee had not violated the collective bargaining agreement in creating the new departments, but did violate the agreement in unilaterally creating separate seniority lists for these departments and in assigning three newly tenured teachers to those lists.

Case Name: Great Expectations (A,B,C)

Category:
Curriculum and instruction

Authorship:
Katherine K. Merseth
Harvard Graduate School of Education

Topics:
Urban education
Collegiality
Beginning teachers
At-risk students

Distribution Information:
Katherine K. Merseth

Protagonists:
Beginning teachers
Teacher educator

Availability: Unrestricted

Length: A: 3 pp.; B: 4 pp.; C: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Computer network for beginning teachers

Description:

A: A first-year biology teacher participating in an electronic computer network designed to support new teachers describes a number of problems that he faces in his urban setting. He discusses a particular student in his biology class who has recently entered the school. The beginning teacher is unsure about what to do with this new student who may not be literate in his native language and who does not speak English.

B: Four beginning teachers offer their advice to the dilemma posed in the A case.

C: An experienced teacher and teacher educator comments on the exchange among the beginning teachers.

The materials for these cases are actual messages from the Harvard Beginning Teacher Computer Network and additionally offer an opportunity to examine the content and form of computer network messages.

Case Name: Have Your Done Your Best?

Category:
Curriculum and instruction

Authorship:
Paul Hamilton
Harvard Graduate School of Education

Topics:
Mathematics
Expectations

Distribution Information:
Katherine K. Merseth

Protagonist:
teacher

Availability: Unrestricted

Length: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: High school mathematics classroom

Description:

This character sketch describes Miss Evelyn Forbes, a mathematics teacher of solid geometry. She worked hard to help her students understand and be able to derive theorems, not just memorize them. She was prepared and orderly and always expected students to do their best. She infected her class with the enthusiasm for mathematics that she felt herself.

This is not a case, but rather an essay about an inspirational teacher.

Case Name: Herr Faber's New Course (A,B,C)

Category:
Curriculum and instruction

Authorship:
Abby J. Hansen
Harvard Business School

Topics:
Higher education
Expectations
Student relations

Distribution Information:
C. Roland Christensen

Protagonists:
College professor
student

Availability: Unrestricted

Length: A: 9 pp.; B: 1 p.; C: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Private college in suburban Illinois

Description:

A: Professor Walter Faber works hard to design a new course meant for advanced German students. Going against his better judgement, he allows Elaine Rogers to enroll even though her German is terrible (her English isn't fluent because of her schooling Spanish) and she hasn't done well in other German courses; she insists that she is strongly interested in the course and will study hard.

After the first few weeks, Faber is disappointed with the students' grasp of the materials and spends hours redesigning the rest of the course in response to students' suggestions. However, the transfer of one of the best students and Elaine's unembarrassedly poor performance on the occasional days that she shows up casts a pall over the classes for both Faber and the students.

When Elaine tells Faber she is getting what she wants out of the course and won't drop it, he insists that she will have to meet the course requirements--class attendance, papers turned in on time--to get credit. She promises to turn in overdue work the next class period, but she doesn't come. Faber sends her a note threatening to file an "Instructor's Drop" if she doesn't drop the course herself.

B: Elaine storms into Faber's office and pleads with him not to make her drop the course. She again promises to do all her work, and extra.

C: Faber gives Elaine one more change; she finally gives him a pile of papers, barely literate, just before final grades are due. Faber passes her, reflects on his disheartening and difficult semester, and vows never to waive prerequisite standards again.

Case Name: It Ain't Fair!

Authorship:
Katherine K. Merseth
Harvard Graduate School of Education

Distribution Information:
Katherine K. Merseth

Availability: Unrestricted

Categories:
Curriculum and instruction
Human resource management

Topics:
Cooperative learning
School organization
At-risk students
Induction
Teacher education
Reading/Language Arts
Beginning teachers

Protagonists:
first year teacher
tenth grade students

Length: 5 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Large Urban High School Classroom

Description:

First-year teacher Laurie Cabot had been working hard during the first two months of school to motivate her racially and ethnically diverse sophomore English students, but nothing seemed to work very well. Her 14 departmental colleagues in this large urban school were all much older than she and seemingly too busy to help her out. After Thanksgiving, she decided that she had to try something different -- Cooperative Team Learning -- despite the discouraging remarks of her department head when she mentioned the idea to him in passing. She retrieved her notes from graduate school on cooperative learning and plunged ahead, assigning a week's worth of group work on Catcher in the Rye.

Cabot is stunned when a fight breaks out Friday afternoon in one of the cooperative learning groups. She had put the groups together to increase understanding among diverse types of students. Instead, a student whom Cabot had most hoped would be challenged in the group storms out of the classroom.

Case Name: Jefferson Elementary School (A,B)

Category:
Community and local politics

Authorship:
Dan Lortie
University of Chicago

Topics:
Staff development
Collegiality
Communication

Distribution Information:
Lee Bolman
University of Missouri, Kansas City

Protagonists:
parents
principal

Availability: Restricted

Length: A: 4 pp.; B: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Urban public elementary school

Description:

A: Carmen Florez replaces Alicia Suarez as principal at Jefferson and begins to change the staff and parent relations from guarded and isolated to open and engaged. Florez knows that some teachers and parents think she only got the job because she is Hispanic. She acts persuasively, however, soon overcoming others' fears. She takes teachers' concerns seriously and acts on them, encourages interaction among them, and, after her first year, publicly confronts an unduly influential community activist on her faculty to the satisfaction of the other teachers.

B: As parents get more involved in the school, they strategize with Florez to lease a Board-owned building a few blocks from Jefferson to house the primary grades and alleviate the severe over-crowding. Jealousy arises, however, among both faculty and parents, since the second facility is newer and more attractive and better funded than the main building. The likelihood that the two sites will be divided into two schools appears likely, but both sites want Florez as principal. Another source of conflict arises as new programs develop as a result of Florez's strong leadership. Coordinating them and their management sets two groups at odds: the Parent Planning Board and the Local School Council

Case Name: Tom Johnson: The Oakton Debate Coach

Category:
Curriculum and instruction

Authorship:
Philip Condon
Harvard Graduate School of Education

Topics:
Student relations
Interpersonal relations
Expectations
Sexual abuse

Distribution Information:
Katherine K. Merseth

Protagonists:
debate coach
teacher
student

Availability: Unrestricted

Length: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Exclusive private high school in St. Louis

Description:

A high school history teacher has been teaching at his alma mater for three years. While most of the faculty and students consider him to be a fine teacher, a few find him to be condescending. He holds up high standards in class and in debate activities which he coaches. He displays enthusiasm and humor and is available to students when they need him. One reason he can do this is that he is single.

A senior has qualified for the second year for the National Forensic League tournament. Although she has four years experience in various speech events and much native talent, she comes to practice half prepared. The coach does not press her to compete this year, as much as he did last year.

One day after school, an English teacher tells the debate coach that the student says she doesn't want to go to nationals because the debate coach is in love with her. The coach is at first shocked and then enraged. He begins to run all the possible reasons for the student's accusation through his mind and try to think of what to do next.

Case Name: Lake Wobegon West High (A,B,C)

Authorship:
Edward Miller
Harvard Graduate School of Education

Distribution Information:
Katherine K. Merseth

Availability: Unrestricted

Categories:
Curriculum and instruction
Organizational development

Topics:
Assessment
Communication
Arts
Grading

Protagonists:
principal
teachers

Length: A: 11 pp.; B: 3 pp.; C: 1 p.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Comprehensive suburban public high school

Description:

A: George Larson, the principal of Lake Wobegon West High School, is disturbed by the inordinate number of A's and B's that are awarded in the fine and performing arts classes and doesn't know what to do about it.

Larson is a hands-off administrator, defending his teachers' autonomy and differing teaching and grading philosophies. This management style has won him both loyal supporters and detractors. He knows that his good-natured debates and gentle prodding of some of the arts teachers have had no impact on their generous grading. The disparity among teachers' grading policies has resulted in inequities in class standings, which are calculated by a cumulative weighted average of students' grades and are very important to both the students and their parents. The arts courses are given the same weight as high-powered academic courses. Larson also worries that the students are not being challenged to do their best.

B: Larson meets with the three arts teachers who have been giving over 85% of their students A's or B's. He tells them that their grading practices are unfair; students who take many mathematics and science courses must work harder to attain the same class rank as students who take many arts courses. The teachers counter that they grade students, many of whom have no experience in the arts, on their progress, not their products; that they want to foster students' self-confidence and willingness to take risks. One teacher concedes that perhaps they need a schoolwide policy on the meaning of grades, but that Larson shouldn't tell the arts teachers to grade harder.

C: After his meeting with the arts teachers, Larson decides not to broach the subject of grading at the department heads meeting as he had planned. He notes after second term that the number of A's in two classes have increased, while those in the third's have decreased.

Later one teacher confides in another that he has given twice as many C's as in first term because of their meeting with Larson. He feels bad about it, thinks Larson shouldn't have asked that they change their grading practices, and declares he's going to revert to his usual system of grading next term.

July 1993

Case Name: Loss of Excellence: A Case Study

Authorship:
Anonymous
Harvard Graduate School of Education

Distribution Information:
Roland S. Barth

Availability: Unrestricted

Category:
Human resource management

Topics:
Isolation
Expectations
Communication
Staff development

Protagonists:
principal
teachers
parents

Length: 5 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Urban public middle school

Description:

The Lannon School is known for its eclectic styles of teaching, its racial and ethnic diversity, and the demand for high academic performance by its sometimes aggressive and entitled parents. Five years ago, 2/3 of the Lannon teachers were riffed by more senior teachers as a result of a tax limitation measure. As these senior teachers came to Lannon, some with excitement and others with wariness, feelings of separateness and discomfort began to pervade the faculty. The chairperson of the hiring committee, also a parent at Lannon, discovers that three excellent teachers are planning to leave; she asks them why and is dismayed at their responses.

Case Name: Marquette School Committee (A,B)

Category:
Personnel and labor relations

Authorship:
David Kuechle
Harvard Graduate School of Education

Topics:
Teacher evaluation
Staff development
Legal advice

Distribution Information:
David Kuechle

Protagonists:
superintendent
teacher

Availability: Unrestricted

Length: A: 13 pp.; B: 12 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Public school district

Description:

A: Superintendent Richard L'Allier gathers the background facts regarding a grievance in Step 3 (next it would go to arbitration) regarding the evaluation of a history teacher, William Kiessling, whose teaching contract was not renewed for the 1978-1979 school year. The Principal at Riverside had placed seven unsatisfactory ratings in Kiessling's file for irregular attendance, unsatisfactory teaching, and no action to improve during the course of his third year as a permanent, non-tenured teacher. The reasons for denying Kiessling's grievance during the first two steps of the grievance procedure seemed very clear to L'Allier, and he feels quite confident that if it went to arbitration, the ruling would be in the district's favor as well.

B: Superintendent Richard L'Allier gathers the background facts regarding a grievance in Step 3 (next it would go to arbitration) regarding a teacher, Jacqueline Powell, who was removed from sick leave after the Chief Accountant of the District judged such payment to be improper. Powell had requested of her Principal and was granted maternity leave commencing January 2. She had also requested and was told by an Assistant District Principal that she was granted the use of her accumulated sick leave days (48) from November 3 - January 2. With the issue of the first sick leave paycheck on November 17, the Accountant checked for precedents and finding only one (also judged improper), ordered that no more sick leave payments be made to Powell, who subsequently filed the grievance. The Superintendent realizes that the resolution of this grievance could have far-reaching impact, both legally and monetarily.

Case Name: The Northboro Teachers Association (A,B,C)

Categories:
Personnel and labor relations
Community and local politics

Authorship:
Susan M. Johnson & Richard Fossey
Harvard Graduate School of Education

Topics:
Seniority and R.I.F.
Collective bargaining
Union

Distribution Information:
Katherine K. Merseth

Protagonists:
superintendent
school committee

Availability: Unrestricted

Length: A: 32 pp.; B: 27 pp.; C: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Public school district

Description:

A: In Northboro, the Massachusetts Miracle had turned into a nightmare by the end of the 1980s. Superintendent Boetscher had been in office since 1985, successfully gaining financial support to improve the quality of the teaching staff. When conservative fiscal forces and state cutbacks precipitated the likelihood of "reductions in force," the stakes were raised considerably for the negotiation of the teachers' contract that would expire on August 31st, 1989. Teachers wanted seniority to be the sole factor in determining the order of staff layoffs; the School Board wanted competence. At the end of a tension-filled two-week extension into the school year of the existing contract, a compromise was seemingly negotiated. Much to Boetscher's surprise, the negotiations broke down within minutes, with the School Board adding a last minute provision and the teachers charging "bad faith."

B: The teachers vote to strike and begin to picket the schools. When they refuse to move away from the entrances, 111 of them are arrested in an emotional scene with students objecting before full media coverage. As the exhausted Boetscher tries to hire substitutes and keep the schools operating, things go from bad to worse. The strike is determined illegal and teachers are jailed and/or fined for contempt of court amidst community outrage. Just when a new settlement is in sight, the School Board passes a motion to reject it and to authorize Boetscher to dismiss all the striking teachers.

C: In the hardest speech of his career, Boetscher tells the School Board that he will not dismiss the teachers, nor will he resign. If the School Board see his stance as insubordination, they could dismiss him. Full of admiration for his courage, the School Board reconsiders and agrees to the latest proposal. The Teachers Association, too, agrees to it, and education goes forward in Northboro.

July 1993

Case Name: On the Cutting Edge of Education Reform

Authorship:
Michele M. Pahl
Harvard Graduate School of Education

Distribution Information:
Katherine K. Merseth

Availability: Unrestricted

Categories:
Curriculum and Instruction
Community and local politics

Topics:
Assessment
School reform

Protagonists:
principal
teachers
parents

Length: 5 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Upper middle class school district near Boston

Description:

Susan Gleason, long interested in educational reform, is looking forward to her new principalship at Weatherfield's Lawton school (grades 2-5). Parents and teachers profess support for curricular and instructional change, but the support is unfocused.

In working with her faculty, Gleason continually hears of their dissatisfaction with the district's assessment program. Gleason wins cautious support from the superintendent to cut back on standardized achievement testing and to experiment with a portfolio assessment program.

As they implement new assessment strategies, Lawton's teachers see the need for improved alignment among the curriculum, assessment, and reporting of students' progress. Gleason encourages them to experiment with the existing report card and with the format for parent-teacher conferences.

During November conferences, Gleason is confronted by a dissatisfied parent, who complains that she no longer knows how her daughter is doing compared with other children. She questions whether there is any evidence that this new assessment works; and fears that it will harm her daughter's SAT performance and college prospects. Gleason's attempts to assure her of the superiority of portfolio assessment doesn't placate the parent, who vows to bring the matter up at the next PTO meeting and asks that her daughter be given a standardized reading test "to set my mind at ease."

Case Name: Tom Payzant: A Day in the Life of a Superintendent

Categories:
Human resource management
Community and local politics

Authorship:
Jerome T. Murphy
Harvard Graduate School of Education

Topics:
Governance
School reform

Distribution Information:
Jerome T. Murphy

Protagonists:
superintendent

Availability: Unrestricted

Length: Video: 20-30 minutes; Case: 21 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy
Video: call for price

Setting: A day in the life of an urban superintendent

Description:

Video: Payzant recounts a typical day in his life as superintendent, offering a glimpse into the personal side of leadership. An interview with Jerry Murphy at the end of the day is included.

Written Case: Payzant talks about the Superintendency and his management style. A series of quotes about his style from people who work for him are presented. The case offers a comparison between self-perception and the perception of others and some wise advice to those who aspire to the superintendency.

Case Name: Port Jefferson School District

Category:
Personnel and labor relations

Authorship:
David Kuechle
Harvard Graduate School of Education

Topics:
Legal advice
Workplace issues

Distribution Information:
David Kuechle

Protagonist:
superintendent

Availability: Unrestricted

Length: 12 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Public school district

Description:

A Superintendent faces the first stage of a grievance which could get pressed to arbitration: a teacher has requested a day off in compensation for accumulating 6 periods of preparation time lost when covering classes of absent teachers. This accumulation, however, extended over two academic years (January - December). The contract wording implies the accumulation must occur within one academic year.

The Superintendent faces the following dilemma. In the face of fiscal constraints, administrators had been engaging in substitute practices during the past few years which teachers could perceive as oppressive; not to grant the day off to the teacher could build ill will with the Teachers Association. However, the attorney for the School Board is recommending that the day off not be granted, since the intent of the contract clearly indicates within-year compensation only; a precedent would be set.

Case Name: Primrose High School

Authorship:
Bruce Hall and Shierry Nicholsen
Harvard Graduate School of Education

Distribution Information:
Roland S. Barth

Availability: Unrestricted

Categories:
Organizational development
Human resource management

Topics:
Collegiality
Expectations
Staff development

Protagonists:
principal
department chairs

Length: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Suburban public high school

Description:

To the outside observer, Primrose High School looked idyllic. The school systems sought out the very best educators, built a model high school plant, and created one of the highest pay scales for teachers anywhere. As new principal William Budd gets to know the high school from the inside, however, he finds the picture far from ideal. Privileged students value a transcript that looks good above learning; minority students are isolated from others and experience discomfort with Primrose's competitive environment. Teachers are independent and isolated and wish to stay that way; they seldom share ideas or methodologies. There is little support for Budd in the building; the heads of two departments and the assistant principal all applied for his job.

Case Name: The Prince and the Principal (A,B,C)

Categories:
Organizational development
Human resource management

Authorship:
Dan Lortie
University of Chicago

Topics:
Collegiality
Communication

Distribution Information:
Lee Bolman
University of Missouri, Kansas City

Protagonists:
principal
teacher

Availability: Restricted

Length: A: 7 pp.; B: 4 pp.; C: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Urban elementary school

Description:

A: Betty Tyler begins her term as principal in the middle of the year, with an Assistant Principal who wanted her job and was determined to sabotage her leadership at every turn. In her observation, the Florence School has an unclear curriculum, outdated and poorly used materials, students with no hope, and a staff with low expectations for students and largely resistant to change. After a year of vigorous but friendly efforts to improve the school environment and to engage faculty in improving learning, Tyler finds only seven or eight teachers with whom she can work and an "old guard" that is literally harassing her. A district supervisor gives her the following advice: Read Machiavelli's The Prince and then mobilize your seven or eight good teachers.

B: Over the December break, Tyler persuades seven teachers to join her "Team." The Team meets to speak about power and strategies for seizing and holding it at Florence. They know that they will need to be more together, better organized and sneakier that the "enemy" they face, but they return to school after New Year's determined to build a new coalition of parents and teachers to support them and to win the "war." One of the "Team" disables the TV in the Parent Room as his first subversive activity.

C: By June, the "Team" has mobilized parent support and successfully challenged the power bases of obstructionist teachers. However, the faculty remains sharply divided and morale low into the following school year, until the district superintendent gives several staff members an ultimatum either to transfer, cooperate, or face disciplinary proceedings. All choose to transfer. Tyler and her "Team" can now begin to build.

Case Name: Rash Decisions (A,B,C)

Category:
Facilities and financial management

Authorship:
Edward Barnwell, Sean Reardon
Harvard Graduate School of Education

Topics:
Safety
Communication
Collegiality
Workplace issues

Distribution Information:
Katherine K. Merseth

Protagonists:
principal
teachers
parents

Availability: Unrestricted

Length: A: 13 pp.; B: 10 pp.; C: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: K-3 school in Augusta, Maine

Description:

A: After a thunderstorm flood part of Reynolds Elementary School during a summer reroofing project, teachers and students complain of hives, rashes, and respiratory ailments, mostly undocumented by doctors. Despite tests conducted by the state's Department of Public Health (MDPH) at the request of principal Bill Eberly, the cause remains mysterious. The school is repeatedly cleaned, but symptoms persist two months into the school year. Teachers and principals increase pressure on Eberly to do something.

B: Eberly decides to relocate the five affected classrooms to other parts of Reynolds and to a neighboring school. Volunteers who clean the materials and furniture to be moved deluge him with reports of hives and itching. Eberly wonders what to do: If the rooms are contaminated, the whole school should be closed until the problem is resolved. If the symptoms are stress-induced, as the MDPH says is possible, there's no need to move anyone, although halting the move might cause more stress.

C: Eberly and the crisis management team decide they cannot risk teacher and student health and recommend that Reynolds be closed. The students are relocated to other sites for 40 days while the school is thoroughly cleaned.

Case Name: Sowell -- The Story of a Neighborhood School (A,B)

Categories:
Organizational development
Public Policy and institutional strategy
Community and local politics

Authorship:
Dan Lortie
University of Chicago

Topics:
Race
Equity
Governance

Distribution Information:
Lee Bolman
University of Missouri, Kansas City

Protagonists:
community leaders
school committee

Availability: Restricted

Length: A: 13 pp.; B: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Urban public elementary school

Description:

A: After long delay, an urban school district builds a new school, Sowell Elementary, to service a recently developed middle class "interracial" community, who organize as "Friends of Sowell School." The community of nearby Rosa Parks Towers, a low-income, predominantly black, public housing development have long suffered inferior schools and organize to insure the inclusion of their children in the new "townhouse" school, with its quality programs and facilities and its merit-based choice of teachers. Both potential overcrowding and compliance with a court-ordered desegregation plan are at issue. An agreement is reached admitting children from the middle class community first for K-8, then Parks Towers' children, but only for Grades 3-8. The latter would attend the de facto segregated Sowell Branch school across from the Towers for K-2.

The organized Parks Towers community gains all the parent seats (6) on the Sowell Local School Council, outnumbering middle class community representatives (2). After nearly a year of bitter wrangling among Council members, the teacher representatives (2) and the principal, June Simmons, are frustrated in their attempts to get bylaws and a school improvement plan passed, and the Parks Towers representatives are threatening to sue the district to assure their children an equal education in grades K-2.

B: Just when School Council relations are improving after some training sessions, the District's new superintendent proposes sending all K-1 students within Sowell's boundaries to the Sowell Branch and all 2-8 students to the new facility. Calling this plan unacceptable, Simmons questions why the Board of Education does not eliminate the Branch altogether and erect portable classrooms at the new facility to make it possible for all children to attend a school with a quality environment for learning.

Case Name: The Teaching Project at Devotion School

Categories:
Organizational development
Curriculum and instruction
Human resource management

Authorship:
Katherine Boles & Susan M. Johnson
Harvard Graduate School of Education

Topics:
Teacher education
Staff development
School organization
Collegiality

Distribution Information:
Susan Moore Johnson

Protagonists:
principal
teachers

Availability: Restricted

Length: A: 12 pp.; B: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Urban public elementary school

Description:

A: Gerald Kaplan, principal of the Devotion School for 17 years, regularly encourages teachers to develop new ideas and take leadership roles in the school. He prides himself of building community among a large, autonomous staff in this tri-racial elementary school known for its excellent teachers and programs. When two of his teachers come up with the idea of The Teaching Project, he actively supports it through encouragement, through relations with the central office, through the in-kind support of an aide, and through scheduling. Three classroom teachers and a half-time remediation specialist would work as a team to change dramatically the work of teachers while improving pre-service teacher education and mainstreaming special needs pupils more effectively into the regular classroom.

Largely through the initiative of the teachers, funding is obtained, university collaboration is set in place, and a researcher (one of the initiators turned graduate student) documents the progress of the group. The Teaching Project works hard but happily and successfully through its first year and begins to plan for expansion of the project in the second year. Kaplan begins to have some concerns -- about the use of the aide and about the growing isolation of the new team -- but remains supportive from the background.

B: The Teaching Project attracts nationwide publicity as it enters its second year. At the initiative of the researcher who is privy to Kaplan's discomfort, Kaplan and the teacher team meet and work out ways to communicate more effectively and to strengthen the university collaboration in the education of student teachers. Kaplan remains an advocate for the "wonderful idea" of the Teaching Project and urges its expansion. By the end of the second year, funding is assured to expand the project to 3 other elementary schools. Although Kaplan is jubilant, he still worries about the widening gap between the Project teachers and the rest of his faculty at Devotion.

July 1993

Case Name: To Stay or Not To Stay--Is That the Question? (A,B)

Authorship:
Peggy Mueller
Harvard Graduate School of Education

Distribution Information:
Katherine K. Merseth

Availability: Unrestricted

Category:
Human resource management

Topics:
Teacher education
Supervision induction
Communication
Internships

Protagonists:
student teacher
cooperating practitioner/supervisor

Length: A: 9 pp.; B: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Urban elementary bilingual magnet school

Description:
A: Annie Rowen is doing her student teaching through the City School Training Program (CSTP), which helps students from small towns or cities get teaching experience in an urban environment. Her CSTP supervisor, Karen Collier, is concerned that Annie will be unable to reach her goals of learning to teach effectively in an urban school through her current placement in a Chapter 1 classroom. Annie is obviously unhappy but insists on staying. Mrs. Bradford, her cooperating teacher, gives the children activities that consist largely of filling in dittoes, answering questions on the board, and copying information out of encyclopedias. She often changes Annie's lesson plans, which use activity-centered learning and thematic topics, at the last minute. Late in November, after Annie questions her decision to become a teacher, Karen wonders whether she could rightfully force her to change her placement.

B: After Annie tells Karen she wants to leave her placement, they both meet with Mrs. Bradford and the principal, explaining that Annie feels the need to work in a different kind of classroom. Karen emphasizes that the decision is no negative reflection on Mrs. Bradford or the school. Both Mrs. Bradford and the principal think that Annie is failing to recognize that the children are getting exactly what they need and what their parents wants them to have.

Case Name: Trouble in Stat1B (A,B,C,D)

Category:
Curriculum and instruction

Authorship:
Abby J. Hansen, Carolyn Briggs Style,
C. Roland Christensen
Harvard Business School

Topics:
Mathematics
Student relations
Higher education

Distribution Information:
Katherine K. Merseth

Protagonists:
professor
students

Availability: Unrestricted

Length: A: 7 pp.; B: 2 pp.; C: 1 p; D: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: University graduate school of public policy

Description:

A: Professor Dan Shea takes over the second semester of a statistics course required of students in the Pre-Career Master's Program. Impressed by his observation of students' inability to apply their knowledge to real situations, he attempts to introduce problem-based discussion pedagogy into the course by adding nongraded Problems-of-the-Day to the regular course assignments. About six weeks into the semester, Shea asks the class how they might maximize certainty in mathematical models, and he writes on the board a suggested formula that, while not correct, is a reasonable place to start a discussion. Joan, an intelligent student, furiously calls out, "Wait a minute--is that right?"

B: Joan and about 2/3 of the other students object to Shea's methods, saying that they need to know the right answer and the right way to do regression analysis, that all Shea does is mislead them. They do not accept his argument that they can learn how to construct mathematical models only by making guesses and exploring and improving upon them, the way it is done in the real world.

C: Many of the 20 students who didn't speak out come to Shea later to say they understand and agree with his teaching methods. Still, he receives terrible teaching ratings from the class, and later in the year a petition against him is sent to the Dean.

D: Shea, now a tenured professor at another university, reflects on his experience with his Statistics 1B students. He realizes that the students were receiving mixed messages about what was expected of them and that his *telling* them to be risk-taking and experimental was useless. He now constructs an atmosphere in the classroom in which students can discover important knowledge for themselves.

Case Name: Urbana School District (A,B,C)

Authorship:
Ira Krinsky and David Kuechle
Harvard Graduate School of Education

Distribution Information:
David Kuechle

Availability: Unrestricted

Category:
Personnel and labor relations

Topics:
Seniority and R.I.F.
Union

Protagonists:
superintendent
school committee
union members

Length: A: 49 pp.; B: 10 p.; C: 4 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Affluent suburban public school district

Description:

A: The school board and the teachers association in an urban community generally supportive of education commence contract negotiations very aware that negotiations are becoming more difficulty with each contract. The state of the economy, declining pupil enrollment, and nationwide diminution of public confidence in the quality of public education were contributing to the difficulties experienced at the bargaining table. But two recent arbitration cases, one won and one lost by each side figure to have important impact on the talks, likely to focus on personnel matters: the grievance procedure, dismissal of non-tenure teachers, time limits on the filing of grievances and leave provisions.

As the year goes forward, the school board becomes increasingly involved in hiring a new superintendent; the teachers association become increasingly concerned about a fair and equitable Reduction in Force policy. By mid-April, negotiations (the step-by-step points of which are carefully elaborated in this case) are at an impasse and arrangements made for a state-appointed mediator.

B: By mid-July, frustrations peak as the mediator cannot work the magic of a settlement.

C: By the end of August, after nine months of protracted, complex, and often exasperating contract negotiations, the two sides finally achieved a Memorandum of Agreement.

Case Name: Waukesha School System

Categories:
Personnel and labor relations
Public policy and institutional strategy

Authorship:
David Kuechle
Harvard Graduate School of Education

Topics:
AIDS
Collective bargaining
Workplace issues

Distribution Information:
David Kuechle

Protagonists:
District office employee
union members

Availability: Unrestricted

Length: 4 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Public school district office

Description:

After a member of the district's financial management staff, Jeffrey Garrison, becomes ill with AIDS, the Waukesha School Committee votes unanimously to adopt a policy that would allow students and staff members with AIDS to attend or work in Waukesha schools as long as they were not likely to transmit the disease to other students or staff. Although union leaders cooperate in developing the policy, it is not included in any collective agreement involving the school system.

When Garrison returns to work after medical treatment, a member of the financial management staff and some custodial staff members refuse to work until Garrison is removed. These union members file grievances claiming that working conditions are unhealthy and in violation of the collective agreement.

Case Name: What Grade Should I Give?

Category:
Curriculum and instruction

Authorship:
Anita Thornock
Harvard Graduate School of Education

Topics:
Beginning teacher
Assessment
Grading

Distribution Information:
Katherine K. Merseth

Protagonist:
Beginning teacher

Availability: Unrestricted

Length: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: a third grade classroom

Description:

A beginning teacher faces a dilemma with regard to one of her students. Although the student is considered a "low" student in ability, she is showing great improvement in attitude and effort. This teacher is particularly uncomfortable with the grading system because it does not give an complete picture of the student. While grades give an accurate picture of a student's scores on tests, homework, and class participation, they have nothing to say about attitude, study habits, or progress. The teacher has been able to boost the girl's enthusiasm by recognizing her in class, but feels pulled between her attempts to build self-esteem and the inaccurate picture that her grades will portray.

July 1993

Case Name: What to Teach

Authorship:
Geri Ajemian
Harvard Graduate School of Education

Distribution Information:
Roland S. Barth

Availability: Unrestricted

Categories:
Curriculum and instruction
Human resource management

Topics:
Mathematics
Communication
Staff development
Collegiality

Protagonists:
principal
teachers

Length: 4 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Upper middle class suburban

Description:

Arthur Gold, principal of a school in an exclusive suburb community of Seattle for its good college preparatory education, has been meeting with his faculty, parents, and central office staff in order to decide whether to adopt a new math curriculum, Developing Math Processes (DMP). When the study began, Gold and the teachers had been excited to share ideas, strategies, assumptions about grading, and age-level expectations in a concerted organized fashion. Now, however, the faculty is splitting between sticking with the tried and true or adopting a curriculum which stresses conceptual processes and which would require teacher change to implement. Gold needs to decide whether to press forward with a program likely to be very effective in the long term or to drop the idea altogether to avoid division in his faculty in the short term.

Case Name: Who Goes?

Categories:
Facilities and financial management
Human resource management
Community and local politics

Authorship:
Ed Barnwell and Katherine K. Merseth
Harvard Graduate School of Education

Topics:
Site-based decision making
Staff development
Workplace issues
School organization

Distribution Information:
Katherine K. Merseth

Protagonists:
principal
teachers
parents

Availability: Unrestricted

Length: 8 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: A neighborhood lower elementary school

Description:

Tom Andrews is the K-3 principal of Northam, a closely knit, well-regarded "neighborhood" school which for the last five years has housed a special-needs preschool program. The school is overcrowded; one group of students must be moved next year to McKenna, the "other" neighborhood elementary school, which has a reputation for being more like a "boot camp" than Northam. The preschool program and the third grade seem the most "moveable" groups; the preschool program because it is largely self-contained and draws special-needs children from around the district; the third grade because it could attach to McKenna's present grade 4-6 population.

During the first half of the current school year, Andrews has worked hard to create an open environment for all constituents to air their views about which group should be moved. Strong arguments have emerged on all sides. In January, Andrews sits down to write a letter to the parents and faculty, inviting one last round of discussion. In the letter, he articulates publicly for the first time his own position. The third grade should be moved; educationally, a grade 3 - 6 model makes sense, and physically, the facilities at McKenna are more appropriate for third graders than special-needs pre-schoolers.

Although technically, the school board will make the final call, Andrews' recommendation will be decisive in this small, familiar setting, where site-based management is the norm.

Case Name: Who Has a Problem Here?

Category:
Curriculum and instruction

Authorship:
Katherine K. Merseth
Harvard Graduate School of Education

Topics:
Mathematics
Staff development
Collegiality

Distribution Information:
Katherine K. Merseth

Protagonists:
principal
teacher
project director

Availability: Unrestricted

Length: 3 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Claremont, a diverse urban California town

Description:

In response to her principal's request, elementary teacher Mary Davis reluctantly agrees to participate in the MEAT mathematics education project that teaches her about using manipulatives and computers in mathematics lessons. She never feels entirely comfortable with the mathematics she learns, and she nervously anticipates the new school year, during which she must implement the new mathematics lessons and teach her colleagues about what she has learned.

Her new class is difficult, and some of the other teachers are skeptical about teaching mathematics in a different way; when Mary tells her principal of her trouble getting started with the new mathematics lessons, he is unsympathetic and pressures her to perform. Mary goes to the project director, Bill Clark, tells him she is completely overwhelmed, and suggests that perhaps she should quit the project. Bill wonders what to do to help Mary.

July 1993

Case Name: The Case of Edna Wiley (A,B,C)

Category:
Personnel and labor relations

Authorship:
Susan M. Johnson & David Kuechle
Harvard Graduate School of Education

Topics:
Staff development
Teacher evaluation
Legal advice
Collective bargaining

Distribution Information:
David Kuechle

Protagonists:
principal
district superintendent
teacher

Availability: Unrestricted

Length: A: 20 pp.; B: 3 pp.; C: 2 pp.

Cost: Individual: $5.00/copy
Academic: $2.00/copy

Setting: Public junior high school

Description:

A: As a new principal in September of 1975, Jacqueline Selby faced several issues that promised to keep her busy: a new building opening and the implementation of a desegregation plan and Chapter 594 legislation for special needs children. Soon, however, a guidance counselor, Edna Wiley, begins to take increasing attention. Ms. Wiley had had a long history of irregular attendance, failure to keep records, and subsequent transfers in the system. Problems escalate and Selby begins to document Wiley's disruptive and counterproductive behavior especially with special needs students, and her "bizarre" and insubordinate behavior when confronted for failing to meet her responsibilities. One year later, Selby faces the dilemma of whether to go through the extensive and uncertain procedures for getting Wiley dismissed or to just get her transferred to another school.

B: Wiley is transferred to another school, but begins to repeat her pattern of late arrivals, frequent absences, and disruptive conduct when confronted. The District Superintendent is convinced there is enough documentation to warrant dismissal, however a technicality concerns him. Although Wiley had seen most of the written material documenting her insubordination, she had not signed these file materials, as required by a provision in the teachers' collective bargaining agreement.

C: A settlement is negotiated in which Edna Wiley will begin work at yet another school where she has never worked and be evaluated extensively on her performance. If her performance is unsatisfactory, this shall become the basis for possible disciplinary action.

Case Name: The Workshop

Category:
Curriculum and Instruction

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Setting: Graham Elementary School

Description:

David, who has participated and developed excellent lessons in the MEAT mathematics project for 15 months, is asked by the project director to make a presentation about the project to the faculty at Graham Elementary School, a school that doesn't often participate in workshops or districtwide activities. The principal, Mrs. Adams, has heard about the project and wants to introduce her teachers to it. When David arrives at the mandatory meeting on a hot October day, he senses resentment and boredom from the teachers and no enthusiasm even from the principal. As he begins his presentation, they make fans out of the handouts he has prepared.